DOCUMENT RESUME

ED 356 479 CS 213 770

AUTHOR Wirth, Harold E.
TITLE Classroom Applications: Will Taping and Replaying Their Speeches Help My Fourth Grade Students with Organizing Their Written Work?
PUB DATE [93]
NOTE 26p.; Contains several handwritten pages.
PUB TYPE Reports - Descriptive (141) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Audiotape Recordings; Class Activities; Elementary School Students; Grade 4; Instructional Innovation; Intermediate Grades; Student Writing Models; *Writing (Composition); *Writing Improvement; *Writing Instruction; *Writing Skills
IDENTIFIERS Childrens Writing; Process Approach (Writing); *Speaking Writing Relationship

ABSTRACT

A fourth-grade teacher developed a unit on writing designed to help his students go from oral to written text after finding that only 4 of the 22 in his classroom had the organizational and writing skills to get their ideas on paper. The basis of the unit was a unique problem which the teacher himself was trying to solve in real life; namely, how to transport a 12-foot banana plant five miles in freezing weather. Students brainstormed ideas on this "Great Banana Rescue," wrote short and simple notes on the blackboard and on index cards concerning how the "rescue" was completed, and recorded individual stories on a tape recorder. Using the format of the "Stack the Deck Program," the teacher used a prepared paragraph to illustrate proofreading techniques. Students then wrote stories based on their note cards and their tape-recorded retelling of the rescue. Students shared and discussed their stories with each other. Final copies were graded on correct order of events, then sentences, and finally spelling. Most student were able to make complete sentences, and even the weakest writers were able to recognize a few errors and correct them. Two weeks later, when students had to write a book report, almost every student chose to make notes, then a rough draft, and then a final copy. (Four "rescue" stories and two book reports written by students are attached.) (RS)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Harold Wirth
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Harold E. Wirth

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED356479

# CLASSROOM APPLICATIONS:

## Will Taping and Replaying Their Speeches Help My Fourth Grade Students With Organizing Their Written Work?

On October 19, I started a unit on writing. These activities included writing about something each student had done, and how they would instruct others in some activity. As I read each paper, I found that only a very few, four out of 22 students, were able to sequence ideas, use complete sentences, use proper spelling, and do a reasonably good job with grammar skills. The rest had problems with some or all of these areas. Mark, Edwin, Jim, and Jonathon each gave an effort, but each had to tell me exactly what they were trying to express in their writings. Each was able to tell a good story, but, each was very limited in their organizational skills.

After a review of some skills, I assigned another paper on, "How to Make Something to Eat." This activity was more successful than either of the first two I had tried. I went over sequencing in class and tried to help each student with any problem. I allowed the papers to be taken home so each would have enough time to finish their work. The following Monday, I had each student read the composition to the class. I noticed Jim had a very good composition, and after class I commented about the quality. He said, "I told Mom what to write and she wrote it." Jim had good ideas, but no way to get them on paper successfully. I decided it might be more successful to get the students to go from oral to written than

CS213770



BEST COPY AVAILABLE

to just have the idea written only.

Earlier in the year, a friend in Bone Gap, Illinois offered me a banana plant 12 feet tall with bananas. The problem was that I could not haul the plant in either my car or truck. I thought this unique problem might give my students a basis to work on skills in speaking and writing. I planned to have each student take notes on how we managed to move the banana plant from Bone Gap to West Salem-about five miles- in freezing weather. Next, we would combine ideas and develop a list of nine or 10 steps we used. I wrote the various ideas on the board, but did not allow the students to elaborate on each idea, emphasizing that each would have his or her own point of view.

After each student had copied these steps onto a 3 x 5 note card -no more than three words allowed per line-they were to use these to prepare a story about, "The Great Banana Rescue." Next, each would tell the story and record it on tape. The tape would be played back and each would follow their notes. Then, each would hear the tape a second time before trying to write a story.

I will use a program called "Stack the Deck" which I learned about at a Mt. Vernon, Illinois conference. This program is designed to take writing from the first draft through finished publication. Finally, I will again play the tape and discuss afterward how the tape compares to the written form. Hopefully, this entire activity will improve all the student's skills-both verbal and written.

As of December 7, the first of the project is completed. I took the class, over their noon hour, to get the plant. As was suggested by the students in the planning stage, we used a school bus. Since I am also a bus driver and there is a spare bus at the

school, this was no problem. We left after all had finished lunch, loaded the bus and made the trip to Bone Gap. During the trip one student saw a banana peel on the road and wondered aloud if we were too late, as King Kong might have already found the plant.

Upon arriving, I divided the group, and took six or seven students with me to retrieve the plant from the basement. The others left behind on the bus were to observe what happened while we brought the plant to the bus and guard against monkeys. They were also to assist when we loaded the plant into the bus. This accomplished, we returned to our school, unloaded, and moved the plant into our classroom. Next, we wrote out notes, very simple and short, on the board. The students copied and used these to prepare a talk. After each had been recorded, I asked, "Was it easier to talk to the recorder or to the class?" I was surprised as about half stated it was harder to talk to the recorder.

I then played the tape back and was pleased to hear how different each was. The students had used their notes and all had sequenced the events properly. Next, we discussed the overall project up to this point.

I have begun to use the format used in the "Stack the Deck"** program. I used a prepared paragraph to demonstrate how to proofread their works. The students numbered the groups of words, whether sentences or not, and listed the first word of each on a grid. Then we discussed each group as to what, if anything, we needed to do to make the sentences better. I used an enlarged version of the paragraph on a transparency. While the students discussed the possibilities, I marked on the transparency the improvements suggested. Then, I assigned each student a partner and had them cut one copy of the original paragraph into the numbered pieces. On a clean

sheet of paper, each group was to paste the sentences to make a better paragraph. While they were working, I had many questions from them which I found interesting. Emily asked, "Can we cut the sentences in two and put the last part first?" Another wondered aloud, "What do we do with the words we don't use?" Another group answered, "Just glue them at the bottom of the page." Logan asked, "Can we put in commas and periods?" I told them to use punctuation if they were sure, but, if not sure, to put a big circle and we would discuss it later. The groups took about 40 minutes to finish their cutting and pasting. I then told them we would begin writing their papers on Monday.

Monday I had each student get the note card and follow along while I replayed all their talks. Using their note cards as guides, each began writing a story. My instructions were to skip a line between each sentence, and to not worry about capitals, spelling or other rules, just get their ideas on paper. Tuesday we finished the "sloppy copy" and began to edit and revise using the previous skills presented. The students could use any means to check their work including dictionaries, other students, and me, and even their English book. This revision work was to be done on the blank line above the sentence. Most students finished this part in one period, but some needed to take it home for additional time.

Wednesday, I had each pair to read the other's story and discuss any strengths or problems. As I circulated around the room, I heard many lively discussions-both good and not so good-about the story. When all discussions were settled and corrections made, I gave each two pieces of white theme paper for the final copy. Students were allowed to use either pencil or pen, and each could use either manuscript or cursive. This final draft took approximately

one hour Wednesday, with finish time allowed on Thursday if necessary.

I then had all pages placed into a folder where I could evaluate the total project. The results were even better than I had expected! Almost all the students were able to put the events in proper order. When they made their rough draft, most were able to make complete sentences. They made many corrections on the "sloppy copy", although one boy threw his copy away after he had made a second "sloppy copy" because his first one was just too messy. Even my weakest writers were able to recognize a few errors and correct them.

The final copies were graded as I had explained I would...correct order, then sentences, and finally, spelling. To say the least, I was very pleased with the work.

About two weeks later, my class had to write a book report. The first question asked was, "Do we get to make a "sloppy copy?" Almost every student chose to make notes, then rough draft, and then, the final paper. The second time this format was used, all seemed to be very comfortable using it. The results have been better than expected!

I believe this project has been very valuable for all my students. They seemed very willing to accept any writing assignment. Hopefully, they will keep this attitude for a long time.

Overall, the project has been most encouraging and very successful.

I have enclosed some of the students projects to demonstrate what we accomplished.

**NOTE: THE "STACK THE DECK WRITING PROGRAM" REFERRED TO IN THIS ARTICLE IS CREDITED TO HERB HREBIC, PUBLISHER, TINLEY PARK, IL 60477-0429.

# The Rescue

We went on a bus trip to Glovers house in Bone Gap. Four boys went into Glovers basement and came out with a banana plant. Then, we loaded it on the bus and took it back to schod. Then, about seven boys carried it to the room. After that, we tied the banana plant to the wall with string. Two boys went to get some dirt. When they came back, we planted it.

Sloppy Copy

① We went on a bus trip to Glovers house in Some Bay

② Four boys went into Glovers basement and ~~got a~~ came out with a banana plant ~~banana plant~~.

③ Then, we loaded it on the bus and took it back to school.

④ ~~Then, we carried it about from the ball diamond to th~~ Then, about seven boys room.

⑤ After that, we tied it to the wall with string

⑥ ~~Jonathon and Cid~~ two boys had to get some dirt.

⑦ When they got back, we planted it.

Jessica Dille

# The Resue

All of the class got on the Bus. Then we all went to Bone Gap wher the Glove's livd. Some boy's and Mr. Whirth whent in the [redacted] Basement. Thay all hadd a Bnaun plant and putit on the Bus. Some more boy's and Mr. Whirth unlode it off the Bus. Then thay Cred it to the room. All of the class helpt plant. 2 more boy's tock a buck and ~~get~~ some dirt. We got some string and tide it to a plant holder and arnd the plant to a note plant holder so it wood fall on buck and clist[illegible] head. Now it is gowing more and more everyday.

The resqwe English Jessica D

1. All of the class got on the Bus.
2. Then we wheth to the Glove's hous.
3. Some Boy's when in the ~~Basmint~~ Basement to get the plant.
4. We put the plant on the Bus
5. Some more boys and Mr. with unlod it off the Bus.
6. Then we all wint to the room.
7. Nest we all help plante it.
8. Fow ooy's got some dirt for the plant.
9. We got some string and tited it to a plant holder and arde the plant first to an the Plant So it Word'nt fall
10. Now the Banana ~~Bane~~ plan is grow morn and more everyday.

Katheri
Cornelia

# The Rescue Mission

Mr. Wirth told us that we were going on a rescue mission. On the way I got very excited, then we arrived at Glovers house.

Some boy's went into the basment to get the banand plant and bring it back up. Then they loaded the banand plant onto the bus.

On the way back I was even more excited than before, we had to hold the banand plant still so it wouldn't snap in two.

When we got back some boy's had to carry it into the classroom.

Then we took some very strong string and tied it to some hooks on the wall so the plant wouldn't fall on Luke Afield and me. The only thing was that none of the girls except Lindsay Goble got to help.

Katherine
Dec. 1, 1912

① Mr. Wirth told us that we were going on a rescue mission.

② On the way I got very excited, then we arrived at Glovers house.

③ Some boys went into the basment to get the banana plant and bring it back up.

④ Then they lodded the banana plant on to the bus.

⑤ On the way back I was even more excited than before. We had to hold the plant still so it wouldn't snap in two

⑥ When we got back some boys had to carry it into the classroom.

⑦ Then we took some very strong string and tied it to some hooks on the wall so the plant wou-ldn't fall on Luke Afield and me.

⑧ The only thing was that none of the girls except Lindsay Goble got to help.

| | First word | simple subject | simple predicate | Response |
|---|---|---|---|---|
| | Mr. Wirth | Mr. Wirth | told | mission |
| (2) | On | I | got | excited arrive |
| (3) | The to Some | boys | went | boy's |
| (4) | Then | they | loaded | loaded excited before |
| (5) | On | I | was | excited before |
| (6) | When | boys | had | boy's hook + weight + except Lindsay |
| (7) | Then | we | took | |
| (8) | The | thing | was | |

# The Rescue

After we got done with Lunch, Mr. Wirth told us to come up to the room so we cold get the banana plant. Some got in the bus and whent to Bone Gape coues David Glover lived in Bone Gape and he also had the banana plant when we got ther Mr. Wirth whent to see if he was home and he was so Mike, C.j., J.R. and Jonathan and Mr. Wirth got out and got the banana plant and all four boys carid the banana plant to the bus and Mr. Wirth carid the dirt to the bus and then avryone in the back of the bus had to hold the banana plant so it wouldent brake the ttp and when we got back all the boys in the class carid the banana plant and Luke, Joe and Crise carid the dirt in to the class room and C.j. and Jonathan whent to get some more dirt to put around the plant wiel Mr. Wirth tied some string around the plant and to two Hooks on both sides of the plant and the nexit Day Mike and Jonathan went to get a

bucket of sand to put around the bottom of the banana plant.

① Aafter we got done with Lunch Mr. Wirth told us to come to the room so we could get the banena plant.

② So we got on the Bus and whent to David Glover's house and Mike C.j j.R Alid Jonathan whent in his basment to get the banena plant.

③ Then we put the banena plant in the back of the bus.

④ We whent back to shcool and unloded the bus.

⑤ [illegible] bus. All the boys took the banena plant into the room.

⑥ Mr. Wirth tied a strig around

the plant and to two hooks on the sides of the plant and C.j and Jonathan went out to get some dirt.

# Book Report

Title: Reluctantly Alice

Author: Phyllis Reynolds Naylor

About the Book: I just finished reading this book and I haven't stopped laughing yet. Alice has a problem. She has seven bad things about 7th grade. Her goal is to go a whole year being friends with students and teachers alike. She changed her mind when she saw Denise "Mack Trunck" Whitlock.

Alice's mother had died when she only three. She now lives with her dad and her big brother Lester. Alice has two friends Elizabeth Price and Pamela Jones. They thought Lester was cute. Which Alice could not belive. She has a friend (sort of boyfriend) Patrick. They got in trouble in Mr. Hensley's class. Can Alice be Alice Likeable? Can Alice be friends with Denise "Mack Trunk" Whitlock? That's for you to find out.

My Opinion: This is a great book if you like long stories that are very funny. You will want to find out what happens in the shower and other funny things. Belive me! This story is great!

Title Reluctantly Alice
Author Phyllis Reynolds Naylor

① I just finished reading this book and I haven't stopped laughing yet.

② Alice has a problem.

③ She has seven things bad about 7th grade.

④ Her goal is to go a whole year being friends with students and teachers alike.

⑤ She changed her mind when she saw Denise "Mack Truck" Whitlock.

⑥ Alice's mother had died when she was three.

⑦ She now lives with her dad and a her big brother Lester.

(8) Alice has two friends Elizabeth Price and Pamela Jones.

~~(9) She has a friend (sort of boyfriend) Patrick,~~

(9) ~~Who~~ They thought Lester was cute.

(10) ~~Witch~~ Which Alice could not belive.

(11) She has a friend (sort of boyfriend) Patrick.

(12) ~~Who get~~ They got in trouble in Mr. Hensley's class.

(13) Can Alice be Alice likeable?

(14) Can Alice be friends with Denise "Mack Truck" Whitlock?

(15) That's for you to find out.

⑯ My Opinion: This is a great book if you like long stories that are ~~funny.~~ very funny.

~~⑰ You will like to find out what happens.~~

⑰ You will want to find out what happens in the shower and other funny things

⑱ Belive me! This story is great!

Book Report

Title Rent a Third Grader

Author B.B. Hiller

About the book This book is about a third grade class trying to save Partner. Partner was going to be turned in to pet food until they decided to do something about it. Brad, Jenny and Louis have to find out how to earn money so they can put Partner in a pasture, but they do not have a lot of time. They have only one or two weeks. That is how it all started. Once they got the money they put Partner in a pasture. The fun started when they got to visit the pasture. The piglets got loose but they rounded them up.

My Opinion

This book was a good book. I think it was funny. I also think you should read it.



Holly Gawtin

Holly Gawthorp

1 This book is about a third grade class trying to save Partner.

2. Partner was going to be turned in to pet food until they decided to do something about it.

3. Brad, Jenny and Louisa have to find out how to earn money so they can put Partner in a pasture. but they do not have a lot of time.

4 They ~~had~~ have only one of two weeks

5. That is how it all started.

6. Once they ~~had~~ got the money they put Partner in the pasture.

7. The fun started when they got to visit the pasture.

8. The piglets got ~~out~~ Lost but they rounded them up.

My Opinion

1. This book was a good book.

2. I think it was funny.

3. I also think you should read ~~this book~~ it

BEST COPY AVAILABLE



Holly Gautho